DOCUMENT RESUME

ED 126 949 95 IR 003 866

AUTHOR Arends, Richard I.; And Others
TITLE Strategies for Disseminating and Diffusing the Ideas, Practices and Products of the Improving Teaching Competencies Program.
INSTITUTION Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.
PUB DATE Jun 76
CONTRACT 400-76-0046
NOTE 88p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Administrator Education; Adoption (Ideas); *Change Strategies; Communication Skills; *Diffusion; *Information Dissemination; Instructional Systems; Interpersonal Competence; *Teacher Education Curriculum; *Teaching Skills; Workshops
IDENTIFIERS *Improving Teaching Competencies Program

ABSTRACT

To facilitate the dissemination of ideas and practices developed by the Improving Teaching Competencies Program (ITCP) of the Northwest Regional Educational Laboratory, a working unit was assigned the task of developing a conceptual model and a set of strategies for the diffusion of ITCP products. This report describing the dissemination model consists of three main sections: (1) a history of ITCP and a rationale for dissemination activities; (2) a review of the current knowledge of the change process in schools; and (3) recommended strategies for future dissemination activities. (EMH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED126949

STRATEGIES FOR DISSEMINATING AND DIFFUSING THE IDEAS, PRACTICES AND PRODUCTS OF THE IMPROVING TEACHING COMPETENCIES PROGRAM

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Prepared by

Richard I. Arends
for the Improving Teaching
Competencies Program
Dissemination Work Unit

With the Assistance of

John Lohman, Program Director
William Ward, Work Unit Coordinator
Marilyn Rieff, Associate Work Unit
Coordinator

June 1976

Northwest Regional Educational Laboratory
710 S. W. Second Avenue/Lindsay Building
Portland, Oregon 97204

IR 003 866

June 1976

Published by the Northwest Regional Educational Laboratory, a private nonprofit corporation. The work upon which this publication is based was performed pursuant to Contract 400-76-0046, with the Basic Skills Group/Learning Division of the National Institute of Education. It does not, however, necessarily reflect the views of that agency.

Northwest Regional Educational Laboratory, 710 S. W. Second Avenue, Portland, Oregon 97204

ED 128 866

CONTENTS

ABSTRACT	i
INTRODUCTION	1
RATIONALE AND EVOLUTION OF THE ITCP PROGRAM	3
OVERVIEW OF RECENT DISSEMINATION/DIFFUSION LITERATURE	8
SRI's Review of Dissemination/Diffusion Models	8
The Review by Fullan and Pomfret	9
The Rand Studies	10
Experiences from the National Diffusion Network	11
Discussion and Implications for ITCP Dissemination/ Diffusion Efforts	12
Rationale for ITCP Instructional Systems	14
A Dilemma	15
ITCP DISSEMINATION/DIFFUSION STRATEGIES	18
Disseminating Products and Workshops	19
Diffusing Teacher/Administrator Training Curriculum	23
Facilitating and Institutionalizing Change Capacity	25
SUMMARY	31
CONCLUDING CONSIDERATIONS	33
REFERENCES	36
APPENDICES	
Appendix A: Short Summaries of ITCP Instructional Systems	37
Appendix B: Detailed Descriptions of ITCP Instructional Systems	41

TABLES

TABLE 1: A SUMMARY OF RECENT DIFFUSION AND IMPLEMENTATION RESEARCH FINDINGS 13

TABLE 2: A SUMMARY OF CATEGORIES AND DISSEMINATION AND DIFFUSION STRATEGIES 21

TABLE 3: SUMMARY OF THE CRITICAL FEATURES OF SEVEN DISSEMINATION, DIFFUSION STRATEGIES 32

TABLE 4: RELATIONSHIP OF VARIOUS DISSEMINATION/DIFFUSION STRATEGIES TO EXPECTED CHANGE, FIDELITY OF USE AND COSTS TO IMPLEMENT 34

ABSTRACT

The Improving Teaching Competencies Program (ITCP) possesses a set of ideas, practices, and validated curriculum materials for improving the interpersonal relationships among individuals in schools and for promoting organizational and systems change. The products of the ITCP have been created in the Research, Development and Dissemination tradition (RD&D). To stay within this tradition the ITCP should now launch large scale information dissemination efforts.

But the program is on the horns of a dilemma. A great deal of recent research in knowledge utilization supports a "user-oriented" approach rather than an information dissemination approach. The message of products themselves also supports that view. But their media -- self-contained and intact instructional systems -- does not readily promote adaptation by users. If the Program accepts the recent research findings, it should present its products so users can adapt them to meet their own needs.

This paper suggests seven dissemination and diffusion strategies which, if taken together, could resolve the Program's dilemma. The Program must choose whether to employ these strategies and will base its decision on considerations of (1) need to modify products of the original developmental effort, (2) expectations for change in schools, (3) the cost and energy required, and (4) contributions to understandings of dissemination and diffusion processes.

INTRODUCTION

Following almsot a decade of research and development, the Improving Teaching Competencies Program (ITCP) of the Northwest Regional Educational Laboratory (NWREL) possesses a set of ideas, practices and curriculum materials for improving the interpersonal relationships of individuals within schools and for promoting organizational and systems change.

The management plan for the Dissemination Work Unit of the Improving Teaching Competencies Program (see Resource Allocation and Management plans, 1975) identified one component of work for FY '76 as developing a conceptual model and set of strategies to guide the dissemination and diffusion of ITCP ideas, practices and products. This paper is submitted to the National Institute of Education (NIE) in accordance with this contractual agreement. The paper provides a way of conceptualizing dissemination and diffusion activities. It identifies and recommends seven strategies that comprise a multifaceted approach for communicating about ITCP ideas, practices and products and for assisting in their adoption and use.

The paper is divided into three main sections. In the first section we present a brief history of the ITCP. This section concludes with an explanation of the rationale behind programatic efforts up to this time and a list of current materials available for dissemination and use.

In the second section we briefly review current knowledge about the process of change in schools and describe a basic dilemma in promoting the adoption and use of ITCP products.

In the final section we describe a new conceptualization of ITCP ideas, practices and products and recommend a set of concepts and strategies to guide future dissemination and diffusion efforts and research and evaluation into these activities.

RATIONALE AND EVOLUTION OF THE ITCP PROGRAM

In the past decade federal policy makers have encouraged massive research, development and dissemination efforts aimed at improving shortcomings in the nation's public schools. These efforts -- new theoretical developments, new school practices and dissemination of information -- have been designed to result in meaningful, sensible change.

The life of the Improving Teaching Competencies Program has spanned this decade of federally supported RD&D. Two conditions in the mid-1960's provided a rationale for the ITCP's large development effort in process education and organizational change. First, a knowledge base from the social sciences, particularly the fields of social psychology and organization development, had been sufficiently developed so that applied work held promise for improving the quality of public education. The theory and technology for organization development and change in social-psychological processes were believed to be one key to promoting large-scale and long-lasting educational change.*

---

*Other RD&D programs and change efforts chose to focus on other keys such as (1) increasing the financial base for school operation, (2) tightening licensing and quality-control procedures with such plans as competency-based graduation requirements, (3) changing the composition of student bodies in schools through busing and other desegregation plans, (4) decentralizing the decision-making authority in large districts, and (5) eliciting federal and state support for curriculum change projects. By and large, all these change efforts and programs have focused their research and evaluation activities on demonstrating the importance of one of these keys in promoting educational change. The absence of studies comparing the keys or determining interactions among them is still notable in 1976.

This new knowledge and a corresponding human technology suggested ways to (1) help teachers improve the quality of face-to-face interactions with students and other teachers, (2) provide educator groups with badly needed problem solving skills and (3) assist people in education to increase the functional capabilities of schools as organizations.

Second, even though this new knowledge and technology existed, most educators were unaware of its potential benefits. Also, training for educational personnel was costly and difficult to obtain. There were only a small number of trained social scientists who were interested in working in school settings. The absence of instructional materials in this area caused the few who were working in schools to do so on a limited basis and with only small groups of educators.

Responding to this second condition, the ITCP was envisioned and founded. The central aim of the Program was to develop and test a set of materials (called instructional systems) that would provide educators with competencies to manage more effectively the human component of schools and to increase the quality of educational organizations.

ITCP developers believed that well-managed human interactions and adaptive organizations would promote educational change by imbuing schools and the educators within them with the capacity to (1) sense the need for change through action research, (2) develop and implement new programs, and (3) monitor and change themselves as needed. Although the Program itself shifted and evolved in response to experience and changing federal priorities, the aim remained essentially unchanged for a decade.

The ITCP began its research and development efforts at the time when federally funded, regional, research and development laboratories and research centers were being created. The ITCP, like many other

programs, adopted the then popular and dominant Research, Development and Dissemination (RD&D) model that is based on several assumptions. First, the model assumes that change occurs in systems through a deliberate, sequential, orderly, and rational process. Second, the model assumes that it is possible to link separate institutions devoted to research, development and dissemination, or adoption and use. Third, the model assumes that differentiation and specialization among these institutions will lead to widespread use of new knowledge and practice, and ultimately to school improvement. In a sense, the proposed products and adopted process of development were strange bedfellows in the ITCP. The products were intended to enhance their users' capacity to initiate change, but the RD&D model assumed that the initiative should remain in other institutions.

One feature of the dissemination strategy used by the ITCP during this era capitalized on the so-called "multiplier effect" or "each-one-teach-one" technique. This was accomplished by building trainer expertise into the materials so that a trainee who has completed a workshop where the instructional system had been used could replicate the workshop for others.

A second feature of the dissemination strategy was to tell trainees using one instructional system in a workshop about the other instructional systems. In this way awareness of all ITCP products was fostered in a face-to-face manner and through experience with the workshop format common to all systems.

A third feature of the dissemination strategy was to bill the systems as "stand alone" workshops and as components of a sequential set, that if taken together, could build a functional capacity for organizational development into the user institution. In this way, a local district

could ask for immediate payoff in the form of teachers and administrators trained in one set of skills and understandings or could envision a long-range payoff in terms of Organizational Development (OD) capacity, depending upon its needs, resources, and goals.

The ITCP's effort has resulted in nine validated instructional systems.* The first set of these systems focuses on the human relationships and the group processes of school life. Their conceptual base emanates from social psychology and group dynamics theory and research. The systems currently available are:

1. Interpersonal Communications (IPC)
2. Interpersonal Influence (INF)
3. Group Process Skills (GPS)
4. Systematic and Objective Analysis of Instruction (SOAI)

The second set of instructional systems aims at improving problem solving skills and adequacy. Systems currently available include:

5. Research Utilizing Problem Solving (RUPS)
6. Social Conflict and Negotiative Problem Solving

The third set of instructional systems aims to prepare people for a new role, that of the educational training consultant. The conceptions and strategies that comprise the systems in this set are based on what is currently known about group and organizational consultation. Educators trained in these systems use their understandings and skills to help others carry out educational programs more effectively. The three systems making up this third set are cumulative and sequential and include:

---

*A more detailed description of each of the ITCP instructional systems is included in Appendix A and B.

7. Preparing Educational Training Consultants: Skills Training (PETC-I)

8. Preparing Educational Training Consultants: Consulting (PETC-II)

9. Preparing Educational Training Consultants: Organization Development (PETC-III)

OVERVIEW OF RECENT DISSEMINATION/DIFFUSION LITERATURE

It is beyond the purpose of this paper to analyze the literature on dissemination/diffusion models and strategies for educational change in detail. However, several recent accounts of research and practice in this area (Hall and Alford, 1976; Fullan and Pomfret, 1975; Berman and McLaughlin, 1975; Cheever, Neill and Quinn, 1976; Seiber, 1976) together provide a number of helpful insights into potential dissemination and diffusion efforts of the ITCP program. In the summaries of these accounts that appear below, the reader can find rationale for products like the ITCP instructional systems and become aware of the dissemination and diffusion dilemma faced by the ITCP.

Stanford Research Institute's (SRI) Review of Dissemination/Diffusion Models

In 1974, the U. S. Office of Education established the National Diffusion Network (NDN) and charged it with the goal of communicating about and helping local schools adopt and use promising ideas and practices about such things as curriculum, instruction, and classroom management. At the same time, the Stanford Research Institute (SRI) was contracted to evaluate the effectiveness of NDN's activities. As part of this evaluation effort, Hall and Alford (1976) reviewed the literature related to diffusion. Even though many diffusion models were identified, three of these are most relevant for current work of the ITCP. These are the *Research, Development, Dissemination Model*, the *Configuration Model*, and the *Innovative Process Model*. Following are Hall and Alfords' descriptions of these models.

> The *RD&D Model* . . assumes that a large investment of resources coordinated and directed to specific important social objectives will result eventually,

> via some linkages between institutions, in the widespread adoption of high-quality and useful educational innovations. . . The *RD&D Model* has been criticized recently. . . (because). . . the institutions responsible for educational innovation are not necessarily related to each other in an orderly, logical system . . . but rather relate as complex configurations of overlapping and occasionally competing functions.
>
> The *Configuration Model* describes educational knowledge, production and utilization institutions as relating to each other in a . . . decentralized community, with complex relationships and institutional characteristics. The model implies that policy regarding education innovation should realistically reflect this complexity by encouraging the adoption of a greater diversity of approaches to innovation than is currently considered appropriate under the systems view of educational knowledge, production and utilization.
>
> The third model, the *Innovative Process Model,* focuses almost exclusively on the Local Education Agency (LEA). The model hypothesizes three major phases in the innovation process: initiation, implementation, and incorporation. Perceived outcomes of implementation define success from the point of view of the participants . . . Since. . . implementation is defined as the adaptation of an innovation to local conditions, innovations originating outside an LEA should be left in a highly unfinished state, and any assistance from outside an LEA should be highly nondirective in nature. (pages 3 and 4)

The Review by Fullan and Pomfret

Fullan and Pomfret (1976) recently reviewed research relating to curriculum implementation for the National Institute of Education. From a search of ERIC files and dissertation abstracts, they identified twenty-seven studies conducted since 1970 that addressed issues of implementation of new school practices. Most of the studies concerned curricular change, but the authors also included studies of organizational changes such as differentiated staff and open education. In addition to identifying many methodological problems in this field of investigation,

the most significant finding of the Fullan/Pomfret review is that the process of introducing and implementing change in schools is far more difficult and complex than our current views envision. The twenty-seven studies point out that most efforts are unsuccessful and that issues relating to implementation (actual use) have not been considered as thoroughly as those associated with adoption (intended use).

Fullan and Pomfret come out with strong policy recommendations including:

- conceptualize implementation as a problematic negotiation process characterized by conflict over goals, means and resources
- provide structures and support for users to define their own needs and to develop and/or choose their own solutions

The Rand Studies

Under sponsorship of the U. S. Office of Education, the Rand Corporation recently concluded a multi-year investigation of federally funded change agent programs. Surveys of 293 projects and 29 case studies were conducted on change programs funded under Title III, Innovative Projects, Title VII, Bilingual Projects, Vocational Education Act's Exemplary Programs, and the Right-to-Read programs.

As with the studies reviewed by Fullan and Pomfret, the Rand Studies by Berman and McLaughlin (1975) document the complexity and lack of success of many educational change projects. They specify the importance of conceptualizing adoption separately from implementation and use and conclude by stating four critical conditions that are necessary for a successful implementation strategy:

- a receptive institutional setting characterized by a problem-solving attitude rather than opportunism for available funds
- involvement of local participants in planning and the promotion of mutual adaptation

- provision of staff training tailored to the local setting and conducted by local personnel

- provision for "repackaging" of existing products or providing new project materials, e.g., for combining materials for teaching reading that come from a number of publishing houses

Experiences from the National Diffusion Network

A recent publication edited by Cheever, Neill and Quinn (1976) reports fifty-three short case studies from the file of the National Diffusion Network. Each case provides a brief description of a change effort by a local education agency and details the need that was addressed, the solution found and project events and effects. The strategy followed by the NDN in these efforts consists of helping local agencies match needs to promising program practices existing elsewhere. If a local agency decides to adopt and use an externally developed program, the developers and demonstrators of the program assist with training of staff at the site, follow-up and trouble-shooting during implementation, and technical assistance.

Even though the authors of the various case studies make no claim to the reliability and validity of the findings, they do say they have learned the following from their collective diffusion experiences:

- information about successful practices alone does not lead to adoption and use of them

- successful adoptions are those that address local needs

- decisions to try new programs must be jointly made

- successful implementation is tied to careful planning, understanding of program philosophy and goals, adequate training

- institutionalization of programs depends on the fit to local needs, the extent of adaptation and local commitment.

Discussion and Implications for ITCP Dissemination/Diffusion Efforts

The findings from Fullan and Pomfret's review of five years of curriculum implementation literature, Berman and McLaughlin's theoretical and empirical work, and lessons based on the field experiences of the National Diffusion Network members are summarized in Table 1.

Even though the separate groups of investigators have used different concepts to categorize their findings and lessons and even though they were addressing somewhat independent problems, the correlation between their conclusions and recommendations are strikingly similar. These findings and lessons fall into four categories.*

First, the evidence disturbingly concludes that a large percentage of programs to promote innovation have failed. A decade of effort has left an array of programs and products, a multitude of schools who have adopted and intended to use these programs and products, but few instances of actual use. Fullan and Pomfret, Berman and McLaughlin and members of the National Diffusion Network all conclude that the current models and strategies for diffusion and change have been insufficient.

Second, emphasis has been placed on adoption rather than on the stages of implementation and institutionalization of change efforts. Findings argue for increased support for and research into the processes of implementation. They suggest that effective implementation depends strongly on the process of mutual adaptation, adequate planning and staff training, and local tailoring of programs and materials.

---

*We recognize that the application of findings about implementation of curricular innovations to understanding implementation of process oriented instructional systems for educators is not exactly direct, but is all we have. Further contributions to understanding how the process of implementation varies with the type of innovation has yet to be made.

Table 1

A Summary of Recent Diffusion and Implementation Research Findings

NATIONAL DIFFUSION NETWORK	BERMAN AND MCLAUGHLIN	FULLAN AND POMFRET
Awareness • Awareness sessions alone are usually not sufficient to lead to a decision to adopt. Followup and personal contact between developer and adapter are generally also needed. • The local school should be provided the best information possible and an opportunity for demonstration or visits so that a decision on adoption can be made by the school, not for the school. **Exploring Fit** • Successful adoptions cannot occur unless the local school first recognizes that something is lacking in its school and defines its needs. • Adoptions are more successful when the adopting site invests time and effort assessing the qualities and characteristics of the innovation and determining the degree to which they meet the site's needs, requirements, capabilities, and interests. **Commitment** • ...the actual decision to try a new program must be a joint one.... • In adoptions teachers and administrators need peer and community support. If a new and innovative program is to be supported beyond the tryout period, it must be prolonged and made known to the community; it must be evaluated, and the result must show success. • Since the effectiveness of a new program depends greatly on the people managing and teaching it, they must be involved in decision-making and feel some ownership in it. **Preparing for Use/Training** • Organized implementation assistance has proved to be a key factor in successfully improved educational practices. • Teachers and administrators need to gain an understanding of the philosophy and process underlying a particular program if they are to implement it successfully. • Adequate training must accompany any attempt to adapt a new program, and those trained must have someone to turn to for help when problems arise. • Training in program management as well as program content increases the chances of a successful adoption. • ...a linkage system...increases the number of people who can train others in the ideas and techniques of a new program. **Institutionalization** • The program must be tailored to the local community to guarantee a comfortable fit. • Adaptations cannot be bought. Federal money should be used sparingly, to encourage trial, but local commitment must be demanded right from the start.... • The scope and nature of a program affect its diffusion. Long-range or process oriented programs are most difficult to implement fully.... • Adoption can produce new ideas and practices that benefit the developer and other users as well as the adapter.	**Initiation** • School districts seldom search for better practices; nor does information about promising practices stimulate them to look outside their district...when demand for change exists, it arises from a response to local need, not generally as a result of awareness of successful innovations that took place elsewhere. • The mere adoption of a new practice does not lead to better student outcomes because implementation is shaped locally and varies greatly across sites. **Implementation** • Effective implementation depends on the receptivity of the institutional setting to change. • Effective implementation is characterized by the process of mutual adaptation. Encouraging adaptation is the key to effective implementation. • Schools vary in their capacity to deal with innovations and effective implementation requires: 1. Adaptive planning--involvement of local participants in planning 2. Staff training keyed to local setting--very practical activities tied to frequent and regular meetings 3. Local material development--repackaging existing products and creating new ones **Incorporation** • Innovations that emphasize adaptation training and local development generally continue if initiated with strong local support.	**Characteristics of the Innovation** • Characteristics of the innovation including role implications should be made explicit. • Two-way feedback should be established between developers and users so mutual adaptation can occur. **Strategies** • Incentive systems should encourage planning and implementation, not merely adoption. • Resource support in terms of time should be provided and time perspectives for expecting implementation should be lengthened. • Inservice training is important but not necessarily sufficient. It depends on innovation and desire of users for the innovation. Evaluation early in a project should be aimed at facilitating implementation rather than judging successes or failures. **Characteristics of the Adopting Unit** • Create a capacity as well as a commitment to use an innovation. • Provide structure and support for users to define their own needs and to develop or choose their own solutions.

Third, the *RD&D Model* of change used so successfully to develop new programs and materials has been challenged for its lack of conceptual adequacy to promote effective diffusion and improvement of school practices. An increasing amount of evidence suggests that people in schools seldom search for better practices nor does information alone stimulate them to change. The assumptions that an innovation moves in a linear fashion from research to development to adoption to use at the local level can now be questioned.

Sieber (1976) very recently drew the same conclusion:

> This linear assumption has little basis in fact and indeed research has yielded many situations to the contrary. A genuine problem might not appear until a new practice has been installed simply because it was popular; a need may not be felt until a person becomes aware of a publication about a new practice; a solution might be embraced prior to the acquisition of resources for problem solving; and so on. (page 4)

Fourth, all of these investigators argue for what might be called a "user-oriented" approach to innovation and change. This approach would require viewing change from the perspective of the user and encouraging case-by-case adoptions. If we accept the findings of the Rand Studies, this approach will require adaptive planning among installers with flexibly developed systems and user groups, and staff training keyed to local needs.

Rationale for ITCP Instructional Systems

The findings of these investigators can be viewed as offering rationale for the ITCP's instructional systems. The ITCP systems are intended to provide users with a set of generic group and organization process tools that can make the innovation process of initiation, implementation and incorporation work better. The systems, particularly the PETC systems, include the advice that the client's values, goals

and needs must be defined and negotiated with the values, goals and needs of the consultant or change agent. Even though some of the systems have been based on models of planned change, other systems emphasize interpersonal approaches and the relevancy of recognizing that conflict over goals, means and resources exists in the process of change.

When combinations of the systems are used in a single local educational agency, they purport to imbue trainees with the local capacity to (1) maintain a problem solving attitude rather than opportunism and reactivity toward other innovations, (2) involve local participants in planning for change, (3) conduct effective meetings and staff training, and (4) conduct action research needed to "repackage" existing products or create new programs and materials.

Furthermore, the systems teach ways to identify local needs, make adoption decisions jointly, plan carefully, and build local commitment. In short, the ITCP instructional systems are intended to give adopters and users the skills and processes they need to (1) use other innovations successfully, (2) study the implementation and institutionalization of change efforts, (3) act as coequals in negotiations and transactions with others in the knowledge production and utilization community, and (4) participate in overcoming problems with implementing innovations.

A Dilemma

Findings of recent research into dissemination and diffusion seem to provide rationale for implementation of the ITCP"s instructional systems on a large scale. These findings, however, also pose a dilemma for the ITCP because of the manner in which the instructional systems are packaged and the manner in which dissemination and diffusion efforts should be conducted to remain faithful to the *RD&D Model*. The systems

are packaged as materials for trainers and trainees to use in workshops of a specified length. The materials specify what trainers and trainees must do and in what order they must use the materials. Since field test evaluations were conducted on workshops in which deviations from the specifications were not allowed, users are encouraged to maintain high fidelity to the systems if they expect similar outcomes.

In addition, the materials were designed to be "trainer-proof." The training expertise was built into the materials for trainers with the expectation that neophyte trainers who had no qualifications other than having been a trainee would use the guides without changing or tailoring them to fit the values, goals, and needs of another set of trainees.

Finally, the systems were developed to be disseminated on a massive scale to those who wanted training in generic group and organizational processes that was unrelated to the content of any other innovation they might wish to undertake or be involved with. The systems are aimed at helping user individuals and agencies build a change and problem-solving capacity no matter what kind of other innovations they might need or want to implement. In other words, a teacher wanting to implement an innovation such as "using more media in my classroom," a management team wanting to implement a structural innovation such as a local governance board or differentiated staffing are all expected to put their implementation worries and problems aside while they improve their generic processes and skills.

The dilemma occurs because the previously mentioned findings advocate mutual adaptation and tailoring rather than intact and frozen innovations and a match between the innovation or change process and the content of the innovation or change being attempted.

One possible resolution to the dilemma for the ITCP would be to accept the recent research findings in toto and begin immediately with a totally new dissemination strategy. Such a strategy would require redeveloping the instructional systems so they could be taken apart, used in various combinations and orders, and filled with examples that meet local problems and worries about other innovations. This strategy would undoubtedly be very expensive.

Another possible resolution to the dilemma would be to remain faithful to the original *RD&D Model* and begin immediately with large scale marketing efforts. Given the recent research evidence that this strategy is difficult to employ and probably has minimal effects on schools, this strategy would be quite expensive in another way.

How should the dilemma be resolved? The following section describes a multifaceted approach which may be beneficial and realistic.

ITCP DISSEMINATION/DIFFUSION STRATEGIES

In this section of the report, we present a set of concepts and alternate strategies for guiding current and future dissemination and diffusion, evaluation and research activities of the ITCP. In this discussion we make a somewhat arbitrary distinction between the terms dissemination and diffusion, even though their dictionary definitions are essentially identical. Dissemination strategies will be those designed to raise user awareness of ITCP ideas, practice and products and to create sales of intact systems and workshops. Diffusion strategies will emphasize activities designed to assist institutions and agencies to adopt and use ITCP ideas, practice or products or to facilitate or institutionalize change efforts. We hope this distinction becomes clearer as the discussion proceeds.

The strategies we recommend take a broader view of dissemination and diffusion efforts than those currently held by the ITCP. They are based on the assumptions that, (a) much of the ITCP's knowledge is "packaged" in Program members, not the Program's instructional systems, and (b) some dissemination and diffusion efforts ought to encourage mutations instead of replications. These dissemination and diffusion strategies are aimed toward achieving the following goals:

1. To encourage the communication of ideas, practices and materials that stem from the applied behavioral sciences and promote more positive human relationships and improved organizational functioning

2. To assist in the adoption and implementation of these ideas and practices, and materials

3. To study the efficacy of these ideas and practices as a support methodology for facilitating educational change and improving school practices

We find it helpful to think about ITCP ideas, practices and products in configurations that call for three categories of strategies. These are summarized in Table 2.

In the first category, we view the Program as possessing a set of materials and workshops that have potential benefits for readers or participants. These materials and workshops can be disseminated widely using more traditional knowledge utilization and marketing methods. This view emphasizes the instructional systems and workshops as items to be disseminated and sold.

In the second category, we view the Program as possessing what might be considered a new curriculum for teachers and administrators that can be diffused to institutions or agencies that provide preservice and inservice education. This view emphasizes the instructional systems and workshops as components of the ITCP curriculum and as innovations in their own right to be adopted and used with the aid of technical assistance from the ITCP.

In the third category, we view the ITCP's instructional systems as a set of ideas, practices and products that can facilitate and support change efforts in schools and help institutionalize local change capacity. This view emphasizes the instructional systems as tools for those who would provide tailored consultation to user groups.

Disseminating Products and Workshops

There are two dissemination strategies in this category.

Strategy 1: Market the intact instructional systems of the ITCP to individuals and expect those individuals to use the ideas as they would the ideas in any training manual or teacher's guide.

Rationale: This strategy would require a small commitment on the

part of users. It would increase sales of ITCP products and also create a more wide-spread understanding of the ideas and practices developed and valued by the program. Assuming the products sell, we would create a general awareness on the part of users and increase their readiness for later diffusion efforts.

Scenario of Activities and Criteria for Success: To implement this strategy, we identify potential buyers of the products as persons responsible for teachers' preservice/inservice training or staff development. We note that they are located in school districts, intermediate or state agencies and universities. We use direct mailing as the most effective route for reaching these persons. We view success of this dissemination strategy in terms of increased product sales. We monitor whether the strategy promotes requests for other products, training, consultation, or technical assistance.

Present ITCP Efforts and Questions. The Dissemination Work Unit is presently in the process of identifying potential buyers of ITCP products and determining the most effective communication channels to reach this audience. Questions currently being addressed include:

- Who are the potential buyers for intact instructional systems? How can buyers be reached effectively?
- What is the market demand for intact instructional systems?
- What are the most effective promotional strategies to reach this buyer audience and/or to create demand?
- What effect does our current pricing structure have on demand?

Strategy 2: Market workshop training experiences to individuals and expect those individuals to use the skills they learn as they would use skills acquired in any course or workshop.

Table 2

A Summary of Categories and
Dissemination and Diffusion Strategies

DISSEMINATION		1. Market intact instructional systems to individuals 2. Market workshop experiences using intact instructional systems to individuals
DIFFUSION	TECHNICAL ASSISTANCE	3. Provide training of trainers and technical assistance using some intact instructional systems to institutions and agencies wishing to adapt and use components of ITCP curriculum 4. Provide training of trainers and technical assistance using all or clusters of instructional systems to institutions and agencies wishing to adopt and use the ITCP curriculum
	TAILORED CONSULTATION	5. Provide tailored training, consultation and product support to institutions and agencies involved in a change effort aimed at improvement of school practices or aimed at improved organizational functioning 6. Provide tailored training, consultation and product support to organizations for institutionalizing permanent change capacity such as internal consultants, cadres of OD specialists, or those who hold roles as linkers 7. Provide network coordination and tailored consultation to internal consultants, members of internal cadres, and linkers

Rationale: This strategy, if successful, would sell ITCP products and give opportunities for persons to have a "hands-on" experience with ITCP instructional systems. It would require a minimum amount of energy for users and would not require the high degree of readiness of later strategies. As with Strategy 1, we would create user awareness and readiness for more sustained efforts in the future.

Scenario of Activities and Criteria for Success: In this strategy we aim for educators in all roles, but because the strategy requires several persons to make a workshop cost-effective, we advertise primarily to teachers and administrators at the building level or to decision makers who could encourage attendance and support cost with staff development funds. We use direct mailing in specified geographic areas to announce workshop topics and dates. The instructional systems amenable to this strategy include RUPS, IPC, INF and GPS. We view success of this dissemination strategy in terms of securing enough participants to pay for advertising, materials, other overhead such as space rental, travel and trainer fees. We monitor whether this strategy promotes requests for products, other types of training, consultation or technical assistance. We recognize that it will cost an individual quite a bit to receive training in all nine systems.

Present ITCP Efforts and Questions: To test the efficacy of this strategy a series of regional workshops are being planned. These workshops are being promoted by mailing to potential users in three geographic regions. The specific questions being asked are detailed in the Evaluation Design for ITCP Dissemination Strategies (June 1976). In general terms we are trying to answer questions like the following:

- What are the characteristics of participants in ITCP workshops?

- What are the factors, such as pricing structure, that influence decisions to attend scheduled ITCP workshops?

- What are the most effective promotional strategies to reach this buyer audience or to create a demand?

- How effective is this strategy in creating awareness and producing requests for additional assistance, adoption or use?

Diffusing Teacher/Administrator Training Curriculum

Strategies under this category include helping institutions and agencies responsible for teacher/administrator training and staff development to adopt and use components of some or all ITCP systems as their training curriculum.

Strategy 3: Provide training with one or more intact instructional systems and technical assistance to institutions and agencies and expect those institutions and agencies to offer the systems as they would offer training using other curricula.

Rationale: This strategy implies that the ITCP instructional systems are curricular innovations. Adoption and use such as we have seen at the University of Idaho, Moorhead State University, Eastern Washington State College, Portland State University, University of Oregon, and the University of Florida most certainly increases sales and spreads understanding of ITCP ideas and practices. A larger purpose is also being served: this strategy improves the curricular offerings of the institutions and agencies involved and, as is the case of any new curriculum, can be viewed as a change in and of itself. Our experience with these agencies suggest that successful implementation and use requires a fairly high level of commitment on the part of users and a moderate degree of readiness in terms of understanding the purposes of the ITCP curriculum.

Scenario of Activities and Criteria for Success: This strategy requires that we target our energy and attention on instituions and agencies involved with teacher and administrator training or staff development. These targets include primarily universities, colleges, larger school districts and special training networks such as the Florida Teacher Centers and the Network for Individually Guided Education. Our own experience and the diffusion-research literature suggest that mailing and advertising may create awareness for persons in this audience, but that face-to-face communication is required for adoption and training and that technical assistance over a period of time is a prerequisite for successful implementation. To implement this strategy we make presentations at appropriate conferences, publish articles in scholarly journals and spend considerable time in face-to-face meeting and exchange. We view the success of this strategy in terms of the extent to which the new curricula is implemented and incorporated by the user institution or agency.

Present ITCP Efforts and Questions: The ITCP has more experience with this type of strategy than any of the others. We have assisted adoption and use of ITCP curriculum component at several universities and school districts. Current efforts are underway with the IGE Network and the Florida Teacher Centers. The details of these efforts are addressed in the Evaluation Design for ITCP Dissemination Strategies (June 1976). In general terms, we are trying to answer questions like the following:

- What is the perceived match between user needs in these settings and ITCP products?
- What are crucial elements of working relationships between ITCP and user institutions or agencies?

- Can characteristics of this strategy being tested in IGE and Florida Centers be generalizable to other networks or institutions?

- How effective is this strategy in terms of building awareness, securing adoption, promoting use?

- What conditions within the user group, schools and the instructional content of and methodology of ITCP systems influence the effectiveness of this strategy?

Strategy 4: Provide training with all or clusters of the ITCP instructional systems and technical assistance to institutions and agencies and expect those institutions and agencies to offer these systems as a somewhat total curriculum.

Rationale, Scenario of Activities and Criteria for Success, Present ITCP Efforts and Questions: These are essentially the same as Strategy 3 but a larger commitment in terms of time and money would be required from the user group and more energy would be required by the ITCP.

Facilitating and Institutionalizing Change Capacity

This final set of activities aims at diffusing a set of ideas and practices that facilitate improvement of school practices and institutionalization of local capacities for change Three strategies are included under this category.

Strategy 5: Provide tailored consultative and product support for change efforts to school groups and expect those groups to use skills learned as they make curricular, instructional or organizational changes or aim for improved organizational functioning.

Rationale: For the past decade, schools have sought to make curricular, instructional and organizational changes. As described previously in this report, an increasing body of research and evaluation evidence suggests that many of these efforts have failed. Many observers have argued that the reason for low success rate has been lack of

attention to the group and organizational processes that interact with the target and tactics of change. The ideas, practices and products of the ITCP were developed to help in the processes of change and their efficacy (or lack of it) in this regard should be tested. This strategy speaks to diffusing a change support process developed by the ITCP, not products or training as such, and the outcomes should be measured in degrees of successful change and improved organizational functioning. This diffusion strategy will be expensive in terms of commitment of time and money by users. They will need to see the value of process training and will need to reach a stage of development to profit from such training and consultation.

Scenario of Activiites and Criteria for Success: To implement this strategy, we identify potential client groups known to be involved in change projects or desirous of improved organizational functioning. Some examples might include a school or school district trying to implement differentiated staffing and multiunit structures, a new reading curriculum, individually guided instruction, or a more general capacity for responsiveness to community desires. Through project directors and with consent of teacher and administrators involved, we assess readiness and only then agree to provide group or organizational consultation to the unit involved. We view the success of this strategy as our ability to help client systems bring about their desired change and our ability to leave them with a stronger functional capacity for future change and renewal.

Current ITCP Efforts and Questions: The ITCP has had little direct experience with this strategy; ITCP trainers have used it only on a very small scale. It may be beneficial to concentrate on this strategy in future years. The following questions could be answered:

- What factors exist in the school district(s) that facilitate and restrain implementing the desired change project?

- What conditions exist in the group receiving the training to facilitate and restrain implementation of our desired change project?

- What conditions exist within the NWREL team and their materials and strategies that facilitate and restrain implementation of the desired change project?

- What were the assumptions, rationale and expected effects of the materials and strategies employed in the intervention?

- What materials and strategies were actually employed in the intervention and what effect did they have?

- What considerations should be made in adapting or modifying the ITCP materials and strategies to the user's needs?

- How effective are the adapted and modified materials and strategies in terms of user satisfaction, knowledge gain and skill acquisition, and ability to achieve desired change goals?

Strategy 6: Provide tailored training, consultation and product support to school district(s) or relevant organizational units with a purpose of institutionalizing a permanent change capacity and expect cadres of change agents, or individual role-holders such as linkers within those institutions to provide tailored support for the change efforts of their clients using ITCP product components as tools.

Rationale: If the change support strategy generally referred to as organizational development is to become widely known and used in schools, schools and school systems will have to have the internal capacity to provide OD training and consultation. Few districts presently have this capacity, although a few are beginning to emerge through the work of the Program on Strategies of Organizational Change at the Center for Educational Policy and Management at the University of Oregon and the present efforts of the ITCP in Santa Cruz. The Improving Teaching Competencies Program is in a unique position to employ this strategy since three of the instructional systems (PETC-I, PETC-II and PETC-III) were developed

with this purpose in mind. As with Strategy 5, client readiness and commitment must be high before any value can accrue for those involved.

Scenario of Activities and Criteria for Success: In this strategy we identify districts or other local units that have high degrees of readiness and organization climates supportive of enhancing their own change capacities. After extended clarification and negotiation of project goals, objectives and required commitments, we join with local decision makers to select persons from various role groups within the district who aspire to become group and organizational consultants. We provide tailored training to these persons using the PETC's and other instructional systems as tools. We encourage and help them see how the materials can be adapted for their own training and consultation. We assist their efforts to institutionalize themselves within their districts and suggest procedures for helping them sustain themselves over time. We view success of this strategy in terms of the staying power of the new group or role we help set in place and its efficacy in supporting change.

Current ITCP Efforts and Questions: The present efforts by the PETC-III work unit to build a cadre of organizational specialists in Santa Cruz, California present an opportunity to test the efficacy of this strategy. This effort is described in the Evaluation Design for Preparing Educational Training Consultants: A Case Study (June 1976). Question areas to be answered include:

- What factors exist in the school district(s) that facilitate and/or restrain the installment of the role of educational training consultant?
- What conditions exist in the group receiving the training to facilitate and/or restrain the installment of the role of educatica training consultant?

- What conditions exist within the NWREL team and the PETC materials and strategies that facilitate and/or restrain the installment of the role of educational training consultants?

- What were the assumptions, rationale and expected effects of the materials and strategies employed in the institution?

- What materials and strategies were actually employed in the intervention and what effect did they have?

- What considerations should be made in adapting or modifying the PETC materials and strategies to the user's needs?

- How effective are the adapted and modified materials and strategies in terms of user satisfaction, knowledge gain and skill acquisition?

Strategy 7: Provide network coordination to institutionalized internal cadres, consultants and linkers and expect them to draw upon each others' resources and experiences.

Rationale: Once cadres of organizational specialists, consultants and linkers are operating in school districts, a logical extension of this effort is to help these people exchange information with and help one another. And again, the ITCP is a unique group to facilitate network efforts. Miles (1976) has argued that:

> Increased diffusion rates (of organizational development) will probably depend more than anything else on the presence of practitioner advocates: persons based in local school districts with reasonable OD competency, with incentives based on their own performance ability, and with the support of a network of other practitioners as a reference group, and a journal. The presence of an advocate organization (as has developed, for example, in relation to IGE schools) would make an even more substantial difference. (pages 252-253)

Scenario of Activities and Criteria for Success: This strategy would require that we identify several persons who view themselves as internal-to-school OD consultants or who value seeing OD diffused to schools. This list would be small. For example, less than a dozen

persons in the OD Network are associated with schools even part-time.* An initial group would be composed of PETC-II and PETC-III graduates, people who have worked for the Strategies of Organizational Change Program at CEPM, and members of cadres in Kent, Washington; Eugene, Oregon and Santa Cruz, California and known consultants in Toledo, New York and Ontario, Canada. Through personal contact with these persons and several planning meetings we would develop network goals and strategies as well as plan ways to recruit more members and link up with one another. We view success of this strategy in terms of our ability to help school-based OD practitioners link up with one another, use each others' resources, and find the network a satisfying professional reference group.

Current ITCP Efforts and Questions: This is also a strategy with which the ITCP has had no experience and has no efforts under way. The following questions should guide any further development of this strategy.

- Who are the potential members of a network of internal consultants?
- What is the demand for the conceived network?
- What are the most effective strategies to link up persons and help them use each others resources?
- What are the critical incentives to make the conceived network valued by persons in this group?
- How can such a network become financially self-supporting?

---

*This organization for OD consultants emphasizes industrial OD.

SUMMARY

We have presented seven dissemination/diffusion strategies aimed at (1) communicating about ITCP ideas, practices and materials, (2) assisting in their adoption and implementation, and (3) facilitating improved school practices. Each strategy addresses a different but interrelated set of issues aimed at a somewhat different set of users at various levels of readiness, requires different promotion and delivery procedures, and has a different criteria for determining success. In way of summary, these are detailed in Table 3.

Table 3

Summary of the Critical Features of Seven Dissemination, Diffusion Strategies

DISSEMINATION-DIFFUSION STRATEGY	USERS	PURCHASERS/DECISION MAKERS	USER COMMITMENT AND READINESS
1. Market intact instructional systems to individuals	Primarily persons responsible for teacher preservice/ inservice training or staff development	Persons themselves or library/ resource center directors	Purchasing single copies of products (probably with agency funds) requires low level of readiness and commitment on the part of users
2. Market workshop experiences using intact instructional systems to individuals	Educators in all roles in any agency, although probably primarily teachers	Persons themselves	Attending at workshop requires minimum amount of energy for individuals although this will vary depending on whether agency or the individual pay for the workshop fee. Some prior readiness required particularly in the purposes and reputation of ITCP workshops
3. Provide training of trainers and technical assistance using some intact instructional systems to institutions and agencies wishing to adapt and use components of ITCP curriculum 4. Provide training of trainers and technical assistance using all/or clusters of instructional systems to institutions and agencies wishing to adopt and use the ITCP curriculum	Primarily persons responsible for teacher preservice/ inservice training or staff development and those they identify as potential trainers. Major organizations include: - universities/colleges - larger school districts - training networks such as teacher centers/ICE	Professors of education, directors of inservice training or staff development, network director or managers	Prior experience with and understanding of ITCP required of potential users and decision makers. Fairly high level of commitment toward a particular curricula change and the time and resources needed for successful implementation
5. Provide tailored training, consultation and product support to institutions and agencies involved in a change effort aimed at improvement of school practices or aimed at improved organizational functioning	Primarily intact groups of teacher and building administrators but will vary according to the target audience of the change effort	Project directors and with consent of teachers and administrator involved	Involvement in an extended project will require high resource commitment on the part of users. Readiness variables will determine the degree to which this type of training and consultation will be accepted and successful
6. Provide tailored training, consultation and product support to organizations for institutionalizing permanent change capacity such as internal consultants, cadres of OD specialists, or those who hold roles as linkers	Cross role groups within districts primarily teachers, administrators and counselors, desirable to include parents and students	Superintendents and their boards and with the consent of members of the cross role groups involved	Highest extent by an agency for commitment and high degree of readiness required. Probably need prior experiences with activities identified in Strategy 5
7. Provide network coordination and tailored consultation to internal consultants, members of internal cadres and linkers	Members of internal cadres or individuals within schools responsible for organization development	Persons themselves but with consent of administrative and director personnel	High degree of commitment and professional identification needed by individuals

Table 3

Summary of the Critical Features of Seven Dissemination, Diffusion Strategies

ON MAKERS	USER COMMITMENT AND READINESS	CRITERIA FOR SUCCESS	PROMOTION PROCEDURES	DELIVERY PROCEDURES
r library/ ctors	Purchasing single copies of products (probably with agency funds) requires low level of readiness and commitment on the part of users	Increased product sales and requests for training, consultation, or technical assistance	- Direct mailing to individual users - NWREL newsletter	Publishing companies for ITCP products fill orders as they arrive. Sales are recorded and fed back to NWREL
	Attending at workshop requires minimum amount of energy for individuals although this will vary depending on whether agency or the individual pay for the workshop fee. Some prior readiness required particularly in the purposes and reputation of ITCP workshops	The extent to which participants can be secured to make workshops economically self-supporting and the degree to which these experiences lead to requests for further training, consultation and technical assistance	- Direct mailing to users in preidentified geographic areas - Advertising in appropriate professional journas	Dissemination work unit of the ITCP arranges or contracts with others to provide the training required
ion, velopment, managers	Prior experience with and understanding of ITCP required of potential users - and decision makers. Fairly high level of commitment toward a particular curricula change and the time and resources needed for successful implementation	The extent to which the ITCP curricula is implemented and incorporated by user institutions and agencies	- Presentations at appropriate conferences - Writing for appropriate professional journals - Face-to-face meetings and exchange	Dissemination work unit of the ITCP provide training and technical assistance required for successful adoption and use
d with and ed	Involvement in an extended project will require high resource commitment on the part of users. Readiness variables will determine the degree to which this type of training and consultation will be accepted and successful	The extent to which client systems can use training and consultation to achieve desired changes and improve functional capacity of the school organization	- Presentations at appropriate conferences - Writing for appropriate professional journals - Face-to-face meetings and exchange	Tailored training, consultation and follow-up trouble-shooting by Program members under contractual arrangements
their consent of role	Highest extent by an agency for commitment and high degree of readiness required. Probably need prior experiences with activities identified in Strategy 5	The extent to which client systems can establish an internal capacity for renewal and the degree to which new roles and functions are sustained and prove to be efficacious in supporting change	- Writing for appropriate professional journals - Face-to-face meeting and exchange	Tailored training, consultation and follow-up trouble-shooting by Program members under contractual arrangements
t with tive l	High degree of commitment and professional identification needed by individuals	Degree to which members can link up with one another and find the experience satisfying professionally	- Personal contact via letters and telephone - Face-to-face meetings and exchange	Program member facilitate initial organization and helping network become self-directed

38

CONCLUDING CONSIDERATIONS

A balanced dissemination and diffusion effort will include strategies from all three categories. Each strategy has a different rationale and will produce different outcomes. Each will also require consideration of different effects regarding fidelity to the format of existing instructional systems, expectations for change in schools, the cost and energy to the Program to deliver products or services, and potential for contribution to knowledge about dissemination and diffusion. Table 4 portrays the relationship of the previously described Dissemination/Diffusion strategies to variables associated with fidelity of use, cost of effort, expectations for change, and research potential.

As can be observed, there is an inverse relationship between fidelity to the format of existing instructional systems and the other three variables. For example, selling products or workshops directly to individuals or helping teaching training institutions or agencies use ITCP curriculum (Strategies 1-4) ensures that the instructional systems would remain more or less intact so the ITCP can speak to the validation of its products and more or less guarantee certain outcomes. These would be low cost efforts aimed at wide audiences. They also carry low expectations for system change and would not be likely to produce much new knowledge about dissemination and diffusion.

On the other hand, if Strategies 5-7 are employed the chances for organizational change and school improvement increase, at least initially when the tailored consultation is provided by the ITCP staff. However, if we assume that adaptations will occur during the process of use, then the fidelity to the original development effort will decrease, the kinds

Table 4

Relationship of Various Dissemination/Diffusion Strategies to Expected Change, Fidelity of Use and Costs to Implement

		Fidelity to Format of Existing Instructional Systems (HI / LO)	Type of Energy and Cost to Deliver (LO / HI)	Expectations for Change in Schools (LO / HI)	Potential for Contributing to Dissemination/Diffusion Research (LO / HI)	
Strategy 1 Strategy 2	Dissemination	Individual educators read or experience instructional systems intact	Market effort, low per unit cost aimed at wide audience	Increase an individual's knowledge and skill, few expectations that some skillful individuals alone will effect systems change		Use designs and instrumentation similar to that employed in other curriculum dissemination research; expect similar findings or explain deviations
Strategy 3 Strategy 4	Technical assistance for curricular change	Institutions or agencies offer ITCP curriculum more or less intact	Technical assistance, moderate per unit cost, aimed at precise audience	Curricula change in teacher education agencies, small possibility to effect school practices		Use designs and instrumentation similar to that employed in other curriculum dissemination research; expect similar findings or explain deviations
Strategy 5 Strategy 6 Strategy 7	Tailored consultation	Institutions or agencies use components of instructional system as tools and as they wish	Tailored consultation, high per unit cost, aimed at very narrow audience	Organizational change and improvement of school practices, maximum effect		Devise new methodology to answer new questions; expect to report findings unique to dissemination of process-oriented assistance

of outcomes expected will no longer be predictable, but the chance to gain new understandings about dissemination will increase.

These are issues and considerations that need further study and refinement as the dissemination and diffusion activities proceed. But other issues need to be considered as well. One important additional consideration will require determining the most efficacious and efficient organizational structure through which the ITCP can disseminate and diffuse the instructional systems. The ITCP must decide whether to delegate its dissemination responsibilities to one of its subsystems, to a parallel but independent unit within NWREL, to an already existing dissemination component in NWREL, or to publishers or other agencies independent of the ITCP and NWREL.

A present evaluation study of the Technical Assistance Unit (TAU), within the ITCP's Field Relations and Dissemination Work Unit (FRDWU) will provide data on which a quality decision about who should assume the dissemination responsibility can be made. This study (see Evaluation Design for the Establishment of a Technical Assistance Unit in the Improving Teaching Competencies Program, (June 1976) involves collecting information to answer questions about the following:

- the functioning of the TAU as it is embedded in its institutional environment
- the methods used by the TAU in interacting with clients
- the features of potential clients that are related to their becoming actual users of the ITCP's ideas, products, or services.

REFERENCES

Berman, P. and M. W. McLaughlin. Federal Programs Supporting Educational Change. Volume IV: The Findings in Review. Prepared for the U. S. Office of Education, HEW. R-1589/4-HEW. Santa Monica, California: Rand Corporation, 1975.

Cheever, Julia, S. B. Neill and J. Quinn. Transferring Success. Prepared for the U. S. Office of Education, HEW. 300-75-0402. San Francisco, California: FarWest Laboratory for Education Research and Development, 1976.

Evaluation Design for the Establishment of a Technical Assistance Unit in the Improving Teaching Competencies Program. Portland, Oregon: Northwest Regional Educational Laboratory, June 1976.

Evaluation Design for the Improving Teaching Competencies Dissemination Strategies. Portland, Oregon: Northwest Regional Educational Laboratory, May 1976.

Evaluation Design for Preparing Educational Training Consultants: A Case Study. Portland, Oregon: Northwest Regional Educational Laboratory, May 1976.

Fullan, Michael and Alam Pomfret. Review of Research on Curriculum Implementation. Prepared for the National Institute of Education, NIE-P-74-0122. Ontario: Ontario Institute for Studies in Education, 1975.

Hall, Douglas C. and S. E. Alford. Evaluation of the National Diffusion Network: Evolution of the Network and Overview of the Research Literature on Diffusion of Educational Innovations. Prepared for the U. S. Office of Education, HEW. 3007-50260. Menlo Park, California: Stanford Research Institute, 1976.

Miles, Matthew B. "Diffusing OD in Schools: the Prospects." Education and Urban Society. VIII, 2, 1976, pp. 242-254.

Sieber, Sam D. "Structure Versus Function in Models of Education Change." Mimeo, February 1976.

APPENDIX A

Short Summaries of ITCP
Instructional Systems

Set I: Human Relations and Group Processes Systems

1. Interpersonal Communications (IPC)

   Interpersonal Communications is an experiential instructional system. It provides (a) information about the process of communication, (b) opportunities for participants to increase their interpersonal communication skills and (c) experiences for understanding one's own styles of communications

2. Interpersonal Influence

   Interpersonal Influence is an experiential system which provides (a) information about the basic concepts of influence processes, (b) opportunities for participants to practice influence skills and to identify their characteristic styles of interpersonal influence.

3. Group Process Skills (GPS)

   The Group Process Skills (GPS) program has been developed to provide participants with the opportunities to:

   - Assess existing and potential problems within an organizational subgroup of which they are a part
   - Identify small group process skills which they, as an individual, need to improve
   - Increase their experience with these skills by participation in exercises chosen by the trainers
   - Integrate learnings for application in their backhome setting

4. Systematic and Objective Analysis of Instruction (SOAI)

   This instructional system presents a structured program for improving classroom teaching. It provides information for supervisors so they can help teachers objectively study, analyze and improve classroom performance. Participants who complete the training learn skills in interpersonal relations, supervisory techniques, and teaching strategies that can be applied in self-analysis as well as the analysis of others' teaching behavior.

Set II: Problem Solving Systems

5. Research Utilizing Problem Solving (RUPS)

   Research Utilizing Problem Solving is an experiential instructional system which provides information about a five-step method of problem solving and gives participants an opportunity to practice and improve their problem solving skills. Team building relationships are emphasized in the workshops. Participants develop a project to be implemented in their backhome setting.

6. Social Conflict and Negotiative Problem Solving

   Social Conflict and Negotiative Problem Solving is a relatively structured, experience-based workshop which focuses on helping people to develop more useful personal understandings of conflict and to respond more successfully to conflict situations. Participants have an opportunity to interact with designed activities and theory papers to form personal understandings and attitudes about 1) the nature of conflict, 2) self-interests and conflict, 3) power and conflict, 4) responding to conflict, and 5) a negotiative problem solving (NPS) process for conflict.

Set III: Preparing Educational Training Consultants

7. Preparing Educational Training Consultants: Skills Training (PETC-I)

   The general goal of a PETC-I workshop is to prepare participants to conduct group process skills workshops and to facilitate the functioning of small groups. During this process, skills trainers are prepared to:

   1. Assess issues and problems within a small group
   2. Diagnose skill needs of individuals within the group
   3. Identify group priorities for skills training exercises
   4. Apply criteria for selecting and sequencing skills training exercises
   5. Adapt and conduct skills training exercises
   6. Evaluate acquisition of skills

8. Preparing Educational Training Consultants: Consultation (PETC-II)

PETC-II uses diagnostic and intervention techniques to focus on consulting in a temporary relationship with a client system. The PETC-II graduate should be capable of forming a temporary relationship with a small group or major subsystem of an educational organization. The temporary relationship is aimed at helping the client make progress toward their goals. It also should help the graduate use skills to improve that part of the organization over which he or she has managerial responsibilities. The PETC-II graduate learns to diagnose the organization's problems and to provide assistance that will temporarily add or strengthen such functions as managing, planning and producing. This system trains participants to help a group more adequately accomplish its immediate goals.

9. Preparing Educational Training Consultants: Organizational Development (PETC-III)

PETC-III provides participants with the opportunity to acquire the knowledge, skills and sensitivities needed to provide organizational development training and consultation to schools. It provides training in helping an educational organization achieve structural and normative change. Its aim is to prepare consultants to help a client when desired and feasible. These consultants also should be able to help it to change the kinds of objectives it sets for itself and to utilize new kinds of resources in attaining them.

APPENDIX B

Detailed Descriptions of ITCP Instructional Systems

Title: Interpersonal Communications (IPC)

Intended Users

Primarily, Interpersonal Communications has been designed for the following role groups: teachers, administrators, supervisory and coordinating personnel, and preservice education students. The instructional system can also be used with high school students and parent groups.

Main Emphases

Interpersonal Communications is an experiential instructional system. It provides (a) information about the process of communication, (b) opportunities for participants to increase their interpersonal communication skills and (c) experiences for understanding one's own styles of communication.

Intents/Contents

An Interpersonal Communications workshop provides participants with knowledge and skills generally applicable to:

1. Face-to-face communication
2. Individual styles of communicating
3. Group and organizational factors which affect communication
4. Continued improvement of one's communication skills

During the workshop, exercises include: (a) paraphrasing, (b) behavior description, (c) describing feelings, (d) nonverbal communication, (e) the concept of feedback, (f) matching behavior with intentions, (g) communicating under pressure and (h) communication patterns in the school building.

Main Activities

There are 20 instructional sessions that comprise an IPC workshop. Each session involves the participants in practicing communication behaviors, learning ways to recognize these behaviors, and receiving feedback concerning their use. The system includes films, theory papers, written exercises, observation activities, and self-evaluative guides.

Provisions for use

A. Format: Workshop

B. Personnel Required:

One experienced trainer or a team of qualified trainers for 12-36 participants (materials provided for multiples of 6).

C. Product Components:

Required: 1 trainer's manual per trainer
1 set of participant materials per participant
9 16 mm films
1 audiotape

Optional: Field Test and Outcome Milestone Report for Interpersonal Communications (1974)

Summary of Interpersonal Communications Field Test and Outcome Milestone Report (1975)

D. Other Resources:

1 film projector
1 tape recorder

Newsprint, felt pens, masking tape
A large room (preferably carpeted) with movable tables and comfortable chairs
Beverages and refreshments in the room

E. Related Products:

This program is related to Social Conflict and Negotiative Problem Solving, Research Utilizing Problem Solving, Interpersonal Influence, Preparing Educational Training Consultants I, II and III.

F. Time Span:

There are 20 sessions which require approximately 30 hours to complete. Whenever possible training should be covered in five consecutive days or two sessions of 2 ½ days held within two weeks.

Conditions of Use

Although there are no prerequisites, participants must be present for every session of the workshop since the exercises are sequential and cumulative.

Cost Range

Leader's Manual: Interpersonal Communications (396 pages, loose leaf and three-hole punched) $19.95 each

Participant Materials (342 pages, loose leaf and three-hole punched) $12.95 per set

By Charles Jung, Rosalie Howard, Ruth Emory and René Pino

Audiovisual Instructional Materials
$275.00 per set of nine 16 mm sound films and one audiotape

Above prices plus shipping charges

Optional evaluation reports are available for $5.00 each

Client groups must consider

1. Cost for trainers, 5 days
   plus travel expenses and per diem

2. Release time for participants, 5 days

Adaptability

Easily adapted by qualified trainers to meet the needs of users other than educational personnel and to fit into differing time constraints.

Product Availability

Training Materials: Xicom, Inc.
RFD 1, Sterling Forest
Tuxedo, New York 10987

Evaluation Reports: Northwest Regional Educational Laboratory
Improving Teaching Competencies Program
Dr. John Lohman, Program Director

For Additional Information Contact

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

Title: Interpersonal Influence (INF)

Intended Users

Primarily, Interpersonal Influence has been designed for the following role groups: teachers, administrators, supervisory and coordinating personnel, and preservice education students. The instructional system can also be used with high school students and parent groups.

Main Emphases

Interpersonal Influence is an experiential system which provides (a) information about the basic concepts of influence processes, (b) opportunities for participants to practice influence skills and to identify their characteristic styles of interpersonal influence.

Intents/Contents

The activities in this instructional system are designed to provide the following competencies:

Ability to identify and explain the major ideas that describe the processes of interpersonal influence

Capability for using guidelines provided to diagnose and analyze forces and effects of influence in selected interpersonal and group situations

Ability to identify and make judgments about one's characteristic influence styles

Ability to identify extent and nature of one's own need to influence

Capability for identifying ways in which principles learned and guidelines utilized in the workshop may be applied in settings other than the workshop

Main Activities

There are 20 instructional sessions in an Interpersonal Influence workshop. During the workshop, participants experience a variety of ways in which they may learn about interpersonal influence. There are written definitions, descriptions, some films and tape recordings to illustrate behaviors of present dilemmas. There are times for reflecting on experiences and ways of doing things; times for discussing ideas; techniques for observing and analyzing behavior. There are opportunites to share observations with others and to ask for observations and reactions. There are some simulation, task performance and role playing situations in which participants can try out behaviors.

Provisions for Use

A. Format: Workshop

B. Personnel Required:

One experienced trainer per 12-36 participants

C. Product Components:

Required:
1 trainer's manual per trainer
1 set of participant materials per participant
9 16 mm films
1 audiotape

Optional:
Followup Survey of Interpersonal Influence Interim Field Test Participants (1974)

Interpersonal Influence Interim Evaluation Report (1974)

Summary of Interpersonal Influence Interim Field Test and Followup Survey (1975)

Interpersonal Influence Final Evaluation Report Report (1976)

Summary Report of Interpersonal Influence Field Test, Impact Study and Expert Review (1976)

D. Other Resources

1 film projector
1 tape recorder
Newsprint, felt pens, masking tape
A large room (preferably carpeted) with movable tables and comfortable chairs
Beverages and refreshments in the room

E. Related Products:

This program is related to Social Conflict and Negotiative Problem Solving, Research Utilizing Problem Solving, Interpersonal Communications, Preparing Educational Training Consultants I, II and III.

F. Time Span:

The 20 sessions require approximately 30 hours to complete. Whenever possible training should be covered in five consecutive days or two sessions of 2 ½ days held within two weeks

Conditions of Use

Although there are no prerequisites for this training, participants must be present for every session of the workshop since the exercises are sequential and cumulative.

Cost Range

Leader's Manual: Interpersonal Influence (237 pages, loose leaf and three-hole punched) $19.95 each

Participant Materials (185 pages, loose leaf and three-hole punched) $12.95 per set

By Ruth Emory and René Pino

Audiovisual Instructional Materials
$240.00 per set of four 16 mm sound films and two audiotapes

Above prices plus shipping charges

Optional evaluation reports are available for $5.00 each.

Client groups must consider:

1. Cost for trainers, 5 days plus travel expenses and per diem
2. Release time for participants, 5 days

Adaptability

The printed materials are easily adapted by qualified trainers to meet the needs of users other than educational personnel and to fit into differing time arrangments.

Product Availability

Training Materials: Xicom, Inc.
RFD 1, Sterling Forest
Tuxedo, New York 10987

Evaluation Reports: Northwest Regional Educational Laboratory
Improving Teaching Competencies Program
Dr. John Lohman, Program Director

For Additonal Information Contact

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

Title: Group Process Skills (GPS)

A skills training workshop

Intended Users

GPS has been designed for the following role groups: teachers, administrators, supervisory and coordinating personnel, and students in teacher preparation.

Main Emphases

The materials used in a Group Process Skills (GPS) workshop have been designed to help participants become more effective members of the organizations to which they belong. The materials emphasize such process skills as communication techniques, problem solving, decision making and goal identification.

Intents/Contents

The Group Process Skills (GPS) program has been developed to provide participants with the opportunities to:

Assess existing and potential problems within an organizational subgroup of which they are a part

Identify small group process skills which they, as an individual, need to improve

Increase their experience with these skills by participation in exercises chosen by the trainers

Integrate learnings for application in their backhome setting

Main Activities

As a group works through the materials under the guidance of the trainer, data is gathered on the group's makeup and use of process skills.

Participants gather much of this data themselves and learn to analyze it. Meanwhile, the trainers use the data to help them diagnose skill needs as well as to select and sequence exercises especially designed to speak to such needs.

Provisions for Use

A. Format: Workshop

B. Personnel Required:

Two experienced trainers per 12-36 participants

C. Product Components:

1 set of instructional strategies for GPS per trainer
1 set of collection of exercises per trainer
1 set of participant materials per GPS participant
Multiple copies of exercises per workshop

D. Other Resources:

Newsprint, felt pens, masking tape, name tags
A large room (preferably carpeted) with movable tables and comfortable chairs
Beverages and refreshments in the room

E. Related Products:

GPS is used as the practicum for Preparing Educational Training Consultants I (PETC-I), a training system designed to prepare individuals to function as "skills trainers."

F. Time Span:

GPS requires approximately 33 hours of training. Whenever possible, training should be covered in five consecutive days.

Conditions of Use

Although there are no prerequisites for this training, participants must be present for every session of the workshop since the exercises are sequential and cumulative.

Cost Range

Collection of Exercises ($31.00)
GPS Instructional Strategies ($6.80)
GPS Participant Materials ($5.90)
Duplicating options for multiple copies of exercise handouts
1 set of 138 camera-ready exercise handouts ($11.00)
12 sets of all exercise handouts ($64.00)
12 copies of a single exercise handout ($.50)

Client groups must consider:

1. Cost for trainers, 5 days plus travel expenses and per diem
2. Release time for participants, 5 days

Adaptability

This training system is easily adaptable by qualified trainers to meet the needs of users other than educational personnel and to fit into differing time constraints.

Product Availability

Commercial-Educational Distributing Services (CEDS)
P. O. Box 3711
Portland, Oregon 97208

For Additional Information Contact:

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

Title: Systematic and Objective Analysis of Instruction (SOAI)

Intended Users

SOAI has been designed for the following role groups: teachers, administrators, supervisory and coordinating personnel, and preservice education students.

Main Emphases

This instructional system, based on the Cogan Supervisory Cycle, presents a structured program for improving classroom teaching. It provides information for supervisors so they can help teachers objectively study, analyze and improve classroom performance. Participants who complete the training learn skills in interpersonal relations, supervisory techniques, and teaching strategies that can be applied in self-analysis as well as the analysis of others' teaching behavior.

Intents/Contents

SOAI is designed to enable each trainee to:

1. Demonstrate provisionally different behaviors as a means to internalizing learning
2. Demonstrate interpersonal communication skills such as paraphrasing, perception checks, behavior descriptions, describing feelings and freeing responses
3. Demonstrate increased interdependence in a group by applying the principles of effective group process
4. Demonstrate skill in establishing interpersonal relationships with others by applying the principles for building trust
5. Plan instructional objectives with a teacher which include observable pupil behavior, conditions for learning and criteria of acceptable performance

6. Observe a teaching performance and record in verbatim transcript most of the verbal and nonverbal behavior

7. Analyze the transcript from the observation for patterns of teaching and learning behavior

8. Plan strategy for a conference based on analysis of the transcript

9. Conduct a conference which enables the teacher to gain insight into his or her teaching and possible alternative behaviors

10. Interpret one's own and others' performance critically in relation to the objectives of this program

Main Activities

There are 47 steps in an SOAI workshop. These include such activities as seminar and practicum. The orientation is toward achieving group unity and increasingly higher levels of group planning and decision making, with diminishing dependence on the trainer. Each lecture through Step 17 involves all trainees, meeting in a large group situation. The remaining seminar sessions can be conducted by individual trainers with practicum groups. Each practicum group is composed of up to ten trainees and a trainer. Each operates independently of the other practicum groups in the workshop. Therefore, it is not to be expected that each of the practicum groups will necessarily engage in the same activities simultaneously or be in the same stages of development.

In developing new skills, trainees: (a) plan daily lessons together, (b) observe teachers using the plans with pupils, (c) learn to record systematically what happens in the classroom, (d) analyze objectively the information for patterns of teaching behavior, and (e) use the information to plan ways of improving instruction.

Provisions for Use

A. Format: Workshop or Campus Class

B. Personnel Required:

A qualified and experienced trainer per 10 participants

C. Product Components:

Required: 1 trainer's manual per trainer
1 set of participant materials per participant

Optional: Systematic and Objective Analysis of Instruction, Technical Report No. 9 (1972)

D. Other Resources:

For each group of 12 participants, two classrooms with teachers and students are required for observation/ practicum as well as one additional room for seminars.

E. Related Products:

F. Time Span:

The 47 instructional sequences of this sytem are organized into a workshop or campus class requiring 100 hours of training.

Conditions of Use

These materials are sequentially organized to achieve a cumulative attainment of the stated objectives. The training design includes a great deal of participant interaction for feedback, simulation trials and interdependent action. For this reason, all participants are required to commit themselves to full attendance at all workshop sessions.

Cost Range

Training Manual: Systematic and Objective Analysis of Instruction (248 pages, bound) $12.65

Participant Materials (151 pages, loose leaf and three-hole punched) $8.50 per set

Optional evaluation report is available for $5.00

Client groups must consider:

1. Cost for trainers, including travel expenses and per diem
2. Release time for participants

Adaptability

These materials can be used in either a sequential workshop or a campus class.

Product Availability

Training Materials: Commercial-Educational Distributing Services (CEDS)
P. O. Box 3711
Portland, Oregon 97208

Evaluation Reports: John Lohman, Program Director
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

For Additional Information Contact

William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

Title: Research Utilizing Problem Solving (RUPS)

Intended Users

Primarily, RUPS has been designed for the following role groups: teachers, administrators, supervisory and coordinating personnel, and students in preservice education. The instructional system can also be used with high school students, parents, and community groups.

Main Emphases

Research Utilizing Problem Solving is an experiential instructional system which provides information about a 5-step method of problem solving and gives participants an opportunity to practice and improve their problem solving skills. Team building relationships are emphasized in the workshops. Participants develop a project to be implemented in their backhome setting.

Intents/Contents

The purpose of a RUPS workshop is to prepare educators to use techniques for defining, analyzing and solving problems. The program provides teachers and administrators with competencies in:

Applying four guideline criteria for writing a problem statement

Paraphrasing in interpersonal communications

Using the force field diagnostic technique

Selecting and creating instruments for data gathering

Diagnosing teamwork relationships

Spotting and analyzing major results in data collected

Identifying personal styles of teamwork behaviors

Utilzing concepts and skills of giving and receiving feedback

Using criteria for deriving implications from research findings

Brainstorming action alternatives to meet implications derived from findings

Applying guidelines for planning and implementing action alternatives

Identifying and evaluating small group dynamics

Planning a backhome project

Evaluating solution plans

Conducting a backhome RUPS project

The program also gives participants skills and techniques for identifying and diagnosing classroom or school problems as well as for designing action plans to resolve them. Evaluation becomes a pattern of repeated objective diagnosis in this process. Emphasis of the entire design is on teachers and administrators practicing their "do it" skills to perform the problem solving process.

Main Activities

A RUPS workshop is divided into sequential instructional sessions. In each session, participants engage in small group discussion, experiential exercises, and simulations. The system includes films, theory papers, written exercises, observation activities and self-evaluative guides. Continuous active participation is demanded by using a simulation situation in which the trainee "helps" a fictitious teacher or principal solve a problem using the RUPS model.

Provisions for Use

A. Format: Workshop

B. Personnel Required

One experienced trainer per 12-36 participants

C. Product Components:

Required: 1 trainer's manual per trainer
1 set of participant materials per participant
1 audiotape
1 text per participant

Optional: Research Utilizing Problem Solving: Outcome Evaluation Report (1976)

Research Utilizing Problem Solving: Summary of Outcome Evaluation Report (1976)

Outcome Milestone Report for Research Utilizing Problem Solving (1974)

D. Other Resources:

1 tape recorder

Newsprint, felt pens, masking tape
A large room (preferably carpeted) with movable tables and comfortable chairs
Beverages and refreshments in the room

E. Related Products:

This program is related to Social Conflict and Negotiative Problem Solving, Interpersonal Communications, Interpersonal Influence, Preparing Educational Training Consultants I, II and III.

F. Time Span:

The 30 hours of instruction take five consecutive days or two sessions of 2 1/2 days scheduled a week apart. Two 3-hour followup sessions are scheduled for six and twelve weeks after training.

Conditions of Use

Although there are no prerequisites for this training, participants must be present for every session of the workshop since the exercises are sequential and cumulative.

Cost Range

Classroom Version

Leader's Guide: Research Utilzing Problem Solving (282 pages, loose leaf and three-hole punched) $11.00

Participant Materials (281 pages, loose leaf and three-hole punched) $8.00 per set

By Charles Jung, Ruth Emory and René Pino

Audiotape Recording
$3.85

Text: Fox, R., M. B. Luszki and R. Schmuck. Diagnosing Classroom Learning Environments. Chicago: Science Research Associates, 1966. ($4.00)

Administrators Version

Leader's Guide: Research Utilizing Problem Solving (287 pages, loose leaf and three-hole punched)
$11.10

Participant Materials (287 pages, loose leaf and three-hole punched) $7.90 per set

Audiotape Recording
$3.80

Text: Fox, R., R. Schmuck, E. Van Egmond, M. Ritvo and C. Jung. Diagnosing Professional Climate of Schools. Fairfax, Virginia: NTL Learning Resources Corp., 1973. ($7.75)

Optional evaluation reports are available for $5.00 each.

Client groups must consider:

1. Cost for trainers, 5 days plus travel expenses and per diem
2. Release time for participants, 5 days

Adaptability

The printed materials are easily adapted by qualified trainers to meet the needs of users other than educational personnel.

Product Availability

Training Materials: Commercial-Educational Distributing Services
P. O. Box 3711
Portland, Oregon 97208

Evaluation Reports: Northwest Regional Educational Laboratory
Improving Teaching Competencies Program
Dr. John Lohman, Program Director

For Additional Information Contact

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

Title: Social Conflict and Negotiative Problem Solving

Intended Users

Social Conflict and Negotiative Problem Solving is designed primarily for the following role groups: teachers, administrators, supervisory and coordinating personnel, and persons from teacher associations, colleges, universities, state departments and community education groups.

Main Emphases

Social Conflict and Negotiative Problem Solving is a relatively structured, experience-based workshop which focuses on helping people to develop more useful personal understandings of conflict and to respond more successfully to conflict situations.

Intents/Contents

The workshop is based on the assumption that experience precedes learning and that the meaning gained from any experience comes from the learner. Participants have an opportunity to interact with designed activities and theory papers to form personal understandings and attitudes about the following key aspects of conflict:

The nature of conflict

- What is conflict
- The causes of conflict
- Feelings and conflict
- Diagnosing conflict

Self-interest and conflict

- The role of self-interest in conflict
- Distinquishing among self-interest, selfishness and altruism
- Identifying your own and others' self-interests
- Presenting self-interests: assertive, nonassertive and aggressive styles

Power and conflict

The role of power in conflict
The bases of power
Feelings of power and impotence
Diagnosing power

Responding to conflict

Interpersonal styles for coping with conflict: avoidance, accommodation, competition, collaboration and negotiation

A Negotiative Problem Solving (NPS) process for conflict

Conditions for NPS
Diagnosing conflict
Preparation for negotiation
Good faith bargaining
Assessing negotiation outcomes

Main Activities

Through designed activities and simulations, participants are presented with multiple opportunities to involve themselves in learning about conflict at personal and interpersonal levels. Participants are encouraged to establish and pursue their own learning goals and to support norms of openness to self-inquiry, risk taking and experimenting with new behavior. Opportunity is provided for personal reflection and integration, and for application to participant work settings.

Provisions for Use

A. Format: Workshop

B. Personnel Required:

A team of two qualified and experienced trainers per 20-36 participants

C. Product Components:

Required: 1 trainer's manual per trainer
1 set of participant materials per participant

Optional: Evaluation Report(s): Planning Milestone Report for Social Conflict and Negotiative Problem Solving (1974)

Pilot Milestone Report for Social Conflict and Negotiative Problem Solving (1975)

Interim Milestone Cycle 1 Evaluation Progress Report (1976)

D. Other Resources:

Newsprint, felt pens, masking tape
A large room (preferably carpeted) with movable tables and comfortable chairs
Beverages and refreshments in the room

E. Related Products:

This program is related to Research Utilizing Problem Solving, Interpersonal Communications, Interpersonal Influence, Preparing Educational Training Consultants I, II and III.

F. Time Span:

The workshop includes five days of training which can be covered consecutively or on consecutive weekends.

Conditions of Use

This training may be more effective if participants have previous workshop experience in small group process skills. Participants must be present for every session of the workshop since the exercises are sequential and cumulative; interdependence among participants in these exercises is high.

Cost Range

Materials are currently under development and training is provided at no cost to participants when used for field test purposes.

Adaptability

Information is not available at this time.

Product Availability

The materials for this program are currently undergoing development and evaluation. For this reason, the training materials are available for approved field test purposes only. Optional evaluation reports are available at $5.00 each from the Northwest Regional Educational Laboratory, Improving Teaching Competencies Program, Dr. John Lohman, Program Director.

For Additional Information Contact

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

Title: Preparing Educational Training Consultants (PETC)

A series of three instructional systems:
PETC-I: Skills Training; PETC-II: Consulting;
PETC-III: Organizational Development

Intended Users

PETC-I: Skills Training is designed for educators wishing to acquire trainer and consulting skills. PETC-II: Consulting is for educational personnel with a high degree of expertise in process training who wish to acquire small group consulting skills. PETC-III is for educational personnel with a high degree of consulting skill who wish to acquire organizational development training and consulting skills.

Main Emphases

These three instructional systems provide knowledge and skills for educators to master processes that facilitate teaching by improving the group and organizational functioning of schools.

Intents/Contents

PETC-I: Skills Training provides training in diagnosing client needs and using "skills training exercises" to help a client group meet such needs as goal clarification, communication improvement and improving decision making procedures.

PETC-II: Consulting trains participants in diagnostic and intervention techniques to help a client temporarily add or strengthen a function needed to achieve a goal it desires.

PETC-III: Organizational Development (OD) prepares participants to help a client organization achieve structural and normative changes so as to build in and maintain improved functional capabilities when desired and feasible.

Main Activities

PETC-I is a two part workshop. The first part is a training program during which the participants study the basic concepts of the system and practice group skills training. The second week is a practicum during which PETC-I participants lead another workshop on Group Process Skills (GPS).

PETC-II trainees receive instruction in the basic concepts of consulting. The second part of this system is a practicum in which trainees engage in consulting projects with prearranged client systems. The third part of the training is a debriefing session which involves evaluating the consultive practicum as well as integrating learnings of the workshop.

PETC-III meets periodically over an eight month period. The training includes a one-day preworkshop assignment, 17 days of workshop meetings, and at least ten days conducting an organizational development project with a predetermined client group. The project is a series of interventions based on data collected and analyzed which aim at structural and normative changes to improve the functioning of the organization.

Provisions for Use

A. Format: Workshops

B. Personnel Required:

See individual listings

C. Product Components:

See individual listings

D. Other Resources:

Newsprint, felt pens, masking tape
A large room (preferably carpeted) with movable tables and comfortable chairs
Beverages and refreshments in the room

E. Related Products:

F. Time Span:

PETC-I: Part I, 5-day training program
Part II, 5-day practicum in leading GPS

PETC-II: Meets periodically over 8 months, total of 9 days

PETC-III: 1 day for preworkshop assignment
17 days for workshop meetings
10 days (minimum) for OD project

Conditions of Use

Prerequisites: Preparing Educational Training Consultants I: Research Utilizing Problem Solving, Interpersonal Communications or comparable experience

Preparing Educational Training Consultants II: Preparing Educational Training Consultants I, Research Utilizing Problem Solving, Interpersonal Communications, Interpersonal Influence or comparable experience

Preparing Educational Training Consultants III: Preparing Educational Training Consultants I, Preparing Educational Training Consultants II, Research Utilizing Problem Solving, Intpersonal Communications, Social Conflict and Negotiative Problem Solving or comparable experience

Participants must be present for every session of the workshop since the exercises are sequential and cumulative.

Cost Range:

See individual listing

Product Availability:

Training Materials: PETC-I and PETC-II: Commerical Educational Distributing Services
P. O. Box 3711
Portland, Oregon 97208

PETC-III will be available in the fall of 1976.

Evaluation Reports: Northwest Regional Educational Laboratory
Improving Teaching Competencies Program
Dr. John Lohman, Program Director

For Additional Information Contact:

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

Title: Preparing Educational Training Consultants: Skills Training (PETC-I)

First of the three-part PETC series.

Intended Users

This training system is designed for educators at any level who wish to acquire trainer and consultant skills.

Main Emphases

PETC-I is an experiential instructional system which provides training in such process skills as goal settting, problem solving, communicating, influencing and decision making. The focus of a PETC-I workshop is to prepare participants to function as skills trainers and to conduct group process skills (GPS) workshops.

Intents/Contents

The general goal of PETC-I is to teach participants to train others in process skills and to facilitate the functioning of small groups. During this process, skills trainers are prepared to:

1. Assess issues and problems within a small group
2. Diagnose skill needs of individuals within the group
3. Identify group priorities for skills training exercises
4. Apply criteria for selecting and sequencing skills training exercises
5. Adapt and conduct skills training exercises
6. Evaluate acquisition of skills

Main Activities

The PETC-I system is a two part workshop. The first part of the program consists of a one week training program during which the PETC-I trainees (skills trainers) study the basic concepts of the instructional system. Also during the first week, the skills trainers are provided with a series of exercises to practice group skills training.

The second part of the workshop is a practicum for the skills trainers. During the practicum the skills trainers form trios; each trio works with a second group of 12 to 24 people. This second training week is referred to as the Group Process Skills (GPS) workshop, and the second set of participants are called GPS trainees. These sessions, which are conducted over a 5-day period, are designed so GPS trainees can obtain training in group process skills from the trio of skills trainers. The techniques and strategies of group process exercises are applicable to any group for whom the materials are new.

Provisions for Use

A. Format: Two-Part Workshop

Part I prepares skills trainers to conduct group process skills exercises

Part II (GPS workshop) allows skills trainers to practice while they conduct a workshop for others in group process skills

B. Personnel Required:

One senior trainer who has completed prerequisites including Interpersonal Communications and Research Utilizing Problem Solving or has had comparable training experience

Parts I and II: Twelve to eighteeen skills trainers, materials have been prepared for multiples of three

Part II: Twelve to twenty-four GPS participants per trio of skills trainers

C. Product Components:

Required: Part I: Skills Training

1 set of instructional strategies per senior trainer
1 set of participant materials per skills trainer
1 set of collection of exercises per senior and skills trainer
Multiple copies of exercises per workshop

Part II: Group Process Skills Practicum

1 set of instructional strategies for GPS per skills trainer
1 set of participant materials per GPS participant
Multiple copies of exercises per workshop

Optional: Field Test Technical Report for Preparing Educational Training Consultants: Skills Training (PETC-I) (1975)

Outcome Evaluation Report for Preparing Educational Training Consultants: Skills Training (PETC-I) (1976)

D. Other Resources:

Part I: Spacious room with movable and comfortable furniture; chairs and tables for small groups

Part II: A similar room for each team of skills trainers as well as a general meeting room for conferences and access to exercise materials

Facilities for both sessions should be located near refreshment facilities.

Both sessions: Newsprint, felt pens, masking tape, name tags, art supplies

E. Related Products:

This program is related to Social Conflict and Negotiative Problem Solving, Research Utilizing Problem Solving, Interpersonal Communications, Interpersonal Influence, PETC-II and PETC-III.

F. Time Span:

Two weeks are required for skills trainers, five consecutive days for Part I and either five consecutive days or two 2 ½ day sessions for Part II.

Part II, the GPS workshop, requires one week of GPS participant time.

Conditions of Use

Prerequisites for PETC-I skills trainers include Interpersonal Communications and Research Utilizing Problem Solving or comparable experience. There are no prerequisites for GPS participants.

Because this training is cumulative, participants must be present for every session of the workshop.

Cost Range

Part I: Skills Training

1 set of instructional strategies per senior trainer ($8.90)
1 set of collection of exercises per senior and skills trainer ($31.00)
1 set of participant materials per skills trainer ($6.85)
Multiple copies of exercise handouts

Part II: Group Process Skills (GPS) Practicum

1 set of GPS instructional strategies per skills trainer ($6.80)
1 set of GPS particpant materials per GPS participant ($5.90)
Duplicating options for multiple copies of exercise handouts
- 1 set of 138 camera-ready exercise handouts ($11.00)
- 12 sets of all exercise handouts ($64.00)
- 12 copies of a single exercise handout ($.50)

Optional evaluation reports are available for $5.00 each.

Adaptability

Product Availability

Training Materials: Commercial Educational Distributing Services
P. O. Box 3711
Portland, Oregon 97208

Evaluation Reports: Northwest Regional Educational Laboratory
Improving Teaching Competencies Program
Dr. John Lohman, Program Director

For Additional Information Contact

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

Title: Preparing Educational Training Consultants: Consulting (PETC-II)

Second in the three-part series.

Intended Users

This instructional system was designed for educational personnel with a high degree of expertise in process training who wish to acquire small group consulting skills.

Main Emphases

PETC-II uses diagnostic and intervention techniques to focus on consulting in a temporary relationship with a client system. The PETC-II graduate should be capable of forming a temporary relationship with a small group or major subsystem of an educational organization. The temporary relationship is aimed at helping the client make progress toward their goals. It also should help the graduate use skills to improve that part of the organization over which he or she has managerial responsibilities. The PETC-II graduate learns to diagnose the organization's problems and to provide assistance that will temporarily add or strengthen such functions as managing, planning and producing. This system trains participants to help a group more adequately accomplish its immediate goals.

Intents/Contents

The main purpose of a PETC-II workshop is to prepare an educational training consultant to:

> Apply diagnostic techniques and intervention strategies to temporarily help a client system add, or strengthen, a function to realize a value or attain a goal

Diagnose his/her own competencies and derive an explicit rationale for assuming the consultant role

Apply phases of planned change in working with a client system

Apply a three-dimensional diagnostic matrix to identifying client needs

Apply a three-dimensional intervention matrix to working with the client system to meet a need

Identify his/her own competencies as related to the cells of the two matrices

Identify his/her own professional growth needs and goals

Identify his/her own value and ideological base for assuming the consultant role

Main Activities

A PETC-II workshop is divided into three parts, the first consisting of three consecutive ten-hour days of instruction in basic concepts of consulting. Trainees are introduced to a variety of conceptual models and schema related to planned change. These include models developed by Lewin (1951) and Lippitt (1958) as well as comprehensive diagnostic and intervention models developed especially for this instructional system. The second part is a three-day practicum in which trainees engage in a consulting practicum with client systems prearranged by the workshop sponsor. The third part concludes the training with three days of debriefing, evaluating the consulting practicum and integrating learnings of the workshop.

Provisions for Use

A. Format: Three-Part Workshop

Part I gives instruction in basic concepts of consulting

Part II provides a 3-day practicum with client

Part III includes debriefing, evaluating the practicum, and integrating learnings of the workshop.

B. Personnel Required:

Two qualified trainers can train 10-15 participants

C. Product Components:

Required: 1 set of instructional strategies per trainer

1 set of participant materials per participant

Optional: Evaluation Report(s): Interim Evaluation Report for Preparing Educational Training Consultants: Consulting (PETC-II) (1976)

Field Test and Outcome Milestone Report Preparing Educational Training Consultants: Consulting (PETC-II) (1976)

Summary of Field Test and Outcome Milestone Report for Preparing Educational Training Consultants: Consulting (PETC-II) (1976)

D. Other Resources:

Client systems for consulting practicum--to be arranged by workshop sponsor

Cassette recorder and tapes

Newsprint, felt pens, masking tape, name tags

Resource library (approximately 25 books, as specified in training materials, 1 copy each)

E. Related Products:

This program is related to Social Conflict and Negotiative Problem Solving, Research Utilizing Problem Solving, Interpersonal Communications, Interpersonal Influence, PETC-I and PETC-III.

F. Time Span:

This system requires 54 hours of training, 21 hours of individual study and 9 hours of practical experience with the client. Nine days concentrated time is required or three weeks of three 3-day sessions.

Conditions of Use

Prerequisites: Research Utilizing Problem Solving, Interpersonal Communications, Interpersonal Influence, Preparing Educational Training Consultants I or comparable experiences.

Participants must be present for every session of the workshop since the exercises are sequential and cumulative.

Cost Range

Instructional strategies ($17.70)
Participant Materials ($14.00)

Optional evaluation reports are available for $5.00 each.

Adaptability

Product Availability

Training Materials: Commercial-Educational Distributing Services (CEDS)
P. O. Box 3711
Portland, Oregon 97208

Evaluation Reports: Northwest Regional Educational Laboratory
Improving Teaching Competencies Program
Dr. John Lohman, Program Director

For Additional Information Contact

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868

Title: Preparing Educational Training Consultants: Organizational Development (PETC-III)

Third in the three-part PETC series

Intended Users

This system has been designed for educational personnel with a high degree of consulting skill who wish to acquire organizational development training and consulting skills.

Main Emphases

PETC-III provides participants with the opportunity to acquire the knowledge, skills and sensitivities needed to provide organizational development training and consultation to schools. It provides training in helping an educational organization achieve structural and normative change. Its aim is to prepare consultants to help a client when desired and feasible. These consultants also should be able to help it to change the kinds of objectives it sets for itself and to utilize new kinds of resources in attaining them.

Intents/Contents

The PETC-III instructional system prepares participants to become Organizational Development (OD) consultants. As a result of this training, consultants are expected to be able to:

1. Identify and explain the major organizational development conceptualization and intervention strategies that are presented in the PETC-III instructional system
2. Establish a definite and workable relationship and contract with a client group

3. Meet with a potential client group and translate this group's difficulties into a specific problem or problems on which the group wishes to work

4. Collect information from the client group so the group's problem(s) may be diagnosed and clarified

5. Design, provide and assess the effectiveness of intervention activities that allow the client group to explore and examine alternative norms, processes and structures

6. Design, provide and assess the effectiveness of intervention activities that allow the client group to accomplish normative, procedural or structural changes resulting in increased functional capability in the organization

7. Achieve a terminal relationship with the client group by gradual withdrawal and by establishing structures and procedures to substitute for the services provided by the consultant

Main Activities

During training, the PETC-III trainees complete a preworkshop assignment, attend workshop meetings, and conduct an organizational development project with a predetermined client group.

PETC-III training is spread over a period of eight months. During this time, the PETC-III trainees complete a 2-day preworkshop assignment, attend 17 days of workshop meetings, and spend a minimum of 10 days conducting an organizational development project with a predetermined client group. The following chart outlines the timeline for major training events.

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8
Prewrokshop Assignment (Total 1 Day)	4-Day Workshop Meeting	3-Day Workshop Meeting		3-Day Workshop Meeting	3-Day Workshop Meeting		4-Day Workshop Meeting

Note: There are approximately 30 to 35 days between workshop meetings for OD project work with client groups.

Provisions for Use

A. Format: Workshop

B. Personnel Required:

Two qualified trainers per 12-27 participants (in teams of 2 or 3)

C. Product Components:

Required: 1 set of 5 monographs per trainer
1 set of participant materials per participant
1 copy of the central ideas book per participant

Optional: Pilot Milestone Report for Preparing Educational Training Consultants: Organizational Development (PETC-III) (1976)

D. Other Resources:

Name tags, newsprint, felt pens, masking tape

E. Related Products:
This program is related to Social Conflict and Negotiative Problem Solving, Research Utilizing Problem Solving, Interpersonal Communication Interpersonal Influence, PETC-I and PETC-II.

F. Time Span:

Training is spread over a period of eight months. Included are: a 2-day preworkshop assignment, 17 days of workshop meetings, and at least 10 days spent conducting an OD project.

Conditions of Use

Prerequisites

The following training or comparable experiences are required for participation: Research Utilizing Problem Solving, Interpersonal Communications, Interpersonal Influence, Preparing Educational Training Consultants I, Preparing Educational Training Consultants II, Social Conflict and Negotiative Problem Solving.

Participants must be present for every session of the workshop since the exercises are sequential and cumulative.

Cost Range

Not yet available.

Adaptability

Product Availability

These training materials are slated for publication in fall of 1976. Optional evaluation reports may be secured from:

Northwest Regional Educational Laboratory
Improving Teaching Competencies Program
Dr. John Lohman, Program Director

For Additional Information Contact

Dr. William T. Ward
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

(503) 248-6868